Uxendon Manor School

Accessibility Plan

Inclusion Team

Updated: September 2025

	Targets	Strategies	Resources	Timescale	Success Criteria
Short term	Improvement in access to curriculum	Ensure appropriate deployment of staff. Ensure high quality teaching through CPD for all. Improve access to ICT for all pupils.	Staff lists Computing equipment CPD/training sessions regularly. Differentiated materials. Additional useful supportive resources.	Ongoing	Staff list All pupils have access to curriculum Pupils having the opportunity to interact with their peers Damaged resources are repaired/replaced Additional resources are made where/when needed. All children have access to ICT equipment.
	Effective communication and engagement of parents	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs		Ongoing	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates
	Review emergency and evacuation plans to account for physically disabled, visually impaired and hearing-impaired staff and children as well as visitors.	Ensure wheelchair is in working order and accessible. Ensure visual components of alarms in working order for HI children.	Wheelchair	Ongoing	Emergency and evacuation systems are set up for all on site- pupils, staff and visitors.

	Children will have access to well lit areas around the school. VI pupils will have pathways clearly demarcated.	Hazard tape will be placed on stairs, door edges and low-level furniture.	Well lit school with optimum positioning of lights.	Ongoing	Well lit learning areas and school environment.
	Maintain safe access round the interior and exterior of the school	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	-Premise meeting minutes - Premise walk	Ongoing	There is safe access throughout the school
Medium term	Evaluate day and residential trips in light of current cohort	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	-Risk Assessments - Time for pre-visit if required	Autumn term 2025	All SEND are able to access all trips
Long term	Continue to reduce background noise for Hearing Impaired children.	Consider noise levels of equipment and replace if necessary.		Ongoing	Acoustics enhanced for HI pupils.

This plan is drawn up in accordance with current legislation and requirements as specified in Schedule 10, relating to the Equality Act 2010.

1. Curriculum

All children coming to our school will feel welcomed, valued and treated equally. Any disability will be taken into consideration.

Upon admission we will not discriminate against children with a disability. Information shared between parents/carers and the school will be kept up to date. Steps will be taken to establish whether prospective or existing pupils have a disability.

We have high expectations of all our pupils. Our policies and procedures will be constantly reviewed to ensure the needs of the children will be met.

We see the diversity in our school as a rich resource to support the learning of all our children.

Support for disabled pupils is seen as the responsibility of all members of staff.

Teachers and support staff will have the necessary and relevant training to teach and support disabled pupils. This training will be filtered down to other members of staff.

Guidance on how to use appropriate resources will be made available to staff.

Pupils with a disability will be encouraged to take responsibility for their own learning.

Every child with a disability will have an IP (Individual Plan) with achievable, appropriate and realistic targets. These will be devised with the child and shared and agreed with the child's parents.

We will investigate a range of assessments which can be used to assess the achievements of all our pupils.

We plan school visits which are accessible to all pupils irrespective of attainment or impairment.

We ensure that all our pupils take part in activities outside the classroom and after school.

We will use staff expertise fully.

2. The accessibility of the physical environment to disabled pupils

The school is aware that it has to adjust the physical layout of the school so that it becomes more accessible over time to pupils with a disability. They will improve access to the physical environment of the school, adding specialist facilities where possible. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

We will therefore consider the size and layout of areas including the classrooms, hutted classrooms, the hall, library, ICT suite, outdoor facilities including swimming pool, playground and sports field to enable access for all our pupils.

Pupils who use wheelchairs are able to move around the school without experiencing barriers to access through doorways and toilet facilities. Currently, children are not able to access the upper floors by lift due to the current building works. However, they can do so by using the chair lift to gain access to the computing suite, library and classrooms on the upper floor.

The pathways around the school site and parking arrangements will be safe. Routes will be logical and well signed.

Emergency and evacuation systems are set up to inform all pupils including pupils with SEN and disability. Transit wheelchairs are available for pupils with mobility problems and alarms have both auditory and visual components.

We will bear in mind that all signage should be clear and not confusing or disorienting for pupils with visual impairment, autism and epilepsy.

We will ensure that all areas to which our children have access to, will be well lit. Hazard tape will be placed on stairs, door edges and low-level furniture.

We are mindful that rooms used by HI (Hearing Impaired) pupils are situated in quiet areas of the school.

We will ensure that furniture is selected, adjusted and located appropriately for disabled pupils.

3. Improving the delivery of written information to disabled pupils

We will ensure that information is provided in simple language, symbols and large print for pupils and prospective pupils who may have difficulty with standard forms of information.

We will present information to groups in a way which is user friendly for pupils with disabilities e.g. reading aloud from IWB and describing diagrams.

We will ensure as far as possible that both teaching and support staff are familiar with ICT and other forms of technology used for producing written information in different formats.